Developing Articulation Agreements - Presentation Notes

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Developing Articulation Agreements

Tribal Colleges and Universities Geospatial Curriculum Conference

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The Basic Steps
• Who: What institutions will be partners in the agreement?
  – TCU and university-system, individual college/university, or specific academic department
• Why: What are the reasons for doing an agreement articulation?
  – There must be a win-win for all parties involved
• How: What is the mechanism that is to be used?
  – One-time agreement or yearly revisions?

Overarching Reasons
• To provide new educational options
• To strengthen the cooperative bond between two schools
• To eliminates redundancy, loss of credit, delay and confusion for students
• To inspire students to aspire to higher educational goals

How to Begin
• Decide what academic program at your school would benefit by having an articulation agreement
• Consider a 4 year institution that has an academic program that could provide upper level study
• At first blush, are the two programs complimentary or competitive?
• If complimentary, proceed!

The View from the University
• The bulk of general education should occur at the 100-200 level
• Basic technical skills are taught at the 100 and 200 level
• Upper level courses deal with advanced content/applications and/or management and supervisory operations
• There should be no remediation needed for a transfer student

Who do you talk to first?
• At UNO, the department is the major academic unit so start there
• Begin with a phone visit to establish mutual interests (but do your homework before the call!!!!!)
• Follow with a personal visit to campus and be sure to bring your catalogue (many agreements are made just through catalogue review) but have a plan
• Invite university administrators and faculty to your school
• Establish the middle ground!

A Course Matrix in the Major

<table>
<thead>
<tr>
<th>TCU Offering</th>
<th>Content</th>
<th>University Required</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACH 124</td>
<td>Basic knowledge…</td>
<td>TAG 136</td>
<td>A Match</td>
</tr>
<tr>
<td>DST 156</td>
<td>Applications of…</td>
<td>TEC 228</td>
<td>Partial</td>
</tr>
<tr>
<td>ACH 222</td>
<td>Basic</td>
<td>SIV 335</td>
<td>Problem</td>
</tr>
<tr>
<td>???????</td>
<td>Problem</td>
<td>SDV 145</td>
<td>Study of</td>
</tr>
<tr>
<td>DVD 124</td>
<td>Tribal ….</td>
<td>??????</td>
<td>Problem</td>
</tr>
</tbody>
</table>

Where do you go from here?

• This is where the real work comes in because you must:
  – Determine where there are matches and mismatches
  – Resolve any conflicts
  – Eliminate redundancy
  – Work to ensure a seamless instructional path for the student
  – Be sure that the academic integrity of all programs is protected

Some Observations
• Each partnership agreement will be different
• Strive to forge a Letter of Agreement or a Memorandum of Understanding (MOU) ASAP
• Be ready to meet in the middle
• Remember, this is all about the students; leave your egos at the door

Comments from Various Institutions
• “We are recognizing the quality of their faculty and courses”
• “Our partner has the same high academic standards as our institution”
• “The quality of course content and the rigor must be the same”
• “Articulations are a written contractual agreement between two accredited institutions, are degree and catalogue specific, and must be updated yearly”

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